Objective
Pilot a group assignment using blogs and wikis to develop evidence-based medicine skills in third-year medical students on an internal medicine clerkship. Instead of the clerkship's previous individual ten-page paper assignment, the students were divided into four groups of sixteen. During the clerkship, students are on geographically dispersed rotations. The earlier ten-page paper had required the students to complete a patient history and physical write-up. With the pilot project, each group was assigned a librarian and a physician faculty mentor. Each student recorded on the blog a clinical scenario and question they encountered. They were encouraged to communicate with the librarian to construct a well-formed clinical question. Each student group then came to consensus on which question to pursue and collaborated on a wiki including a list of citations to the best available evidence, a critique of the studies, and implications for the patient.

Methods
Surveys were administered to students before and after the assignment. The clerkship director solicited feedback from library liaisons and physician mentors at the end of the assignment.

Results
Five questions, which related to the students confidence in their EBM abilities, showed a significant increase (Wilcoxon signed-rank test, alpha=0.05). There was no significant difference in two questions about the importance of EBM in medical education and patient care. Other questions seeking open-ended comments and feedback from library liaisons and physician mentors revealed opportunities for improvements such as smaller group sizes and clarification of librarian and physician mentor roles.

Lessons Learned
• Initial group of 16 students per group (4 total groups) was too large for collaborative work—students suggested smaller groups for future rotations.
• Future rotations divided 70 students into groups of 4-5 students and 2 additional library liaisons joined the team.
• Do not assume that students will use a wiki and blog in the manner you expect—even with CommonCraft video introductions, and a completed sample module, students used the wiki and blogs in different ways.
• Constant reminders from clerkship director to complete assignment were required.
• Clearly indicate when the Blackboard courses/accounts will be open for contributions. Not all groups started at the same time, which caused confusion.
• Since the 70 students rotate at 6 hospitals in PA, DE and NJ, using the wiki and blog tools in Blackboard allowed for effective collaboration.
• It takes a village for this assignment to work. Library liaisons help with structuring questions, and then the physician mentors help to answer questions and guide the online conversation.
• Effect on the librarian participants: improved understanding of evidence-based practice with these real-life examples.
• Librarians struck different levels of collaboration from group to group.
• Librarians spent about 8 total hours each working with students.

Conclusions
The pilot demonstrated that a group assignment using blogs and wikis to collaborate on an EBM clinical scenario significantly improved the students’ confidence in practicing evidence-based medicine. It had no impact on their valuation of EBM. Several areas for improvement were identified for future courses.